

**OFFICE OF CONGRESSMAN EARL BLUMENAUER  
APPROPRIATIONS REQUEST FORM  
FISCAL YEAR 2011**

**Instructions**

1. Please complete the entire form. **All fields are required.**
2. Please do not **bold**, underline, or *italicize* responses.
3. Request forms must be submitted as a Word document.
4. All completed request forms and any supplemental materials must be submitted via email to:  
[Appropriations.Blumenauer@mail.house.gov](mailto:Appropriations.Blumenauer@mail.house.gov)
5. Please do not send more than one request per email.
6. All completed request forms must be submitted no later than **Friday, February 26, 2010.**
7. If you do not receive an email confirming receipt of your request within 48 hours of submission, please contact Stephanie Cappa in Congressman Blumenauer's Washington, D.C. office at 202-225-4811.

*PLEASE NOTE: All appropriations requests submitted to Congressman Blumenauer's office will be made public on his website, as required by the House Committee on Appropriations.*

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**Project Details**

**1. Project title:**

SUCCESS Coalition: Schools & Universities Committed to a Continuum of Educational Success for Students

**2. Organization name and address (the recipient of the funds):**

Portland State University  
PO Box 751  
Portland, OR 97207-0751

**3. Contact information**

**Contact 1:**

- a. **Project's primary contact:** Patrick Burk
- b. **Daytime telephone number/ mobile phone number:** 503-725-9658 (O), [REDACTED]
- c. **Email Address:** burk@pdx.edu
- d. **Project location** (if different than organization's address):

**Contact 2:**

- a. **Project's contact:** Mary Moller
- b. **Daytime telephone number/mobile phone number:** 503-725-9818 (O), [REDACTED]
- c. **Email Address:** mollerm@pdx.edu

**4. Please describe the requesting organization's main activities.**

Portland State University, Oregon's largest university serving 28,000 students, enhances the intellectual, social, cultural and economic qualities of the community by providing access to a quality liberal education for undergraduates and an appropriate array of professional and graduate programs. The university conducts research and community service that support a high quality educational environment and reflect issues important to the region. It actively promotes the development of a network of educational institutions and other organizations to serve the community. Portland State University is a public institution and is part of the Oregon University System, a state agency.

**5. Is this organization a public, private non-profit, or private for-profit entity?**

Public

**6. From what federal agency and account are you requesting funds (Please be specific –e.g., Department of Housing and Urban Development, Economic Development Initiatives account)?**

U.S. Department of Education, the Fund for Improvement of Postsecondary Education

**7. Briefly describe the activity or project for which funding is requested (no more than 500 words).**

The SUCCESS Coalition is a PK-20 Initiative designed to bring the scholarship and resources of PSU into strategic alignment with surrounding school districts to create a pathway to student success in post-secondary education, improve teacher preparation models and demonstrate instructional strategies that prepare students for post-secondary success.

The PK-20 Initiative will create a network of educational and community based organizations in the Portland metropolitan area aligned around a set of common measureable objectives that are targeted to increasing student academic success from birth through post-secondary graduation and career entry. Activities will include the identification of research-based performance indicators that contribute to student academic success; the creation of publicly reported measures of those indicators; the facilitation of community planning to improve overall regional performance on the indicators and the leveraging of university research capacity and scholarship to address the identified improvement needs of PK-12 schools in the region.

The project also addresses the need to create a seamless system of professional preparation and professional development for professional educators by creating strong and mutually beneficial partnerships between the university and partner schools that work with the Graduate School of Education in offering clinical experiences and induction programs.

Finally, the project will demonstrate how university-district partnerships in creating model instructional programs can be integrated into local district operations to prepare more students for college level academic performance while in high school.

## **8. What is the purpose of the project? Why is it a valuable use of taxpayer funds? How will the project support efforts to improve the economy and create jobs in Oregon?**

The economic and social health of the Portland metropolitan region depends on establishing and maintaining a well-educated citizenry. Currently, a little over 70% of students are completing high school in four years and fewer than 60% of students who enter a university program are finishing a bachelor's degree within 6 years. When these numbers are disaggregated by ethnicity and poverty, the rates of completion are even lower for certain populations, especially African American, American Indian, and Hispanic. The rate of return on taxpayer investment in education, the expansion of educational opportunities to traditionally underrepresented populations, and the continued ability of the Portland metropolitan region to attract and retain innovative and successful businesses are enhanced by increasing the success of students in the region and their ability to enter and complete post-secondary education. Accomplishing this objective requires creating a seamless network of educational and community partners focused on common, measureable goals and collaborative planning dedicated to increasing student educational success in the region, particularly by increasing the number of students successfully completing post-secondary education. This work begins in the early years of a child's life, continues through K-12 schooling and is sustained into and through the post-secondary years. It includes three interrelated components: 1) creating a strategic framework of measureable outcome indicators to guide school-community efforts to increase the success of students in post-secondary education; 2) creating new approaches to teacher preparation that integrate clinical practice and university preparation into building-based learning communities composed of university faculty and district partners; and 3) creating a demonstration instructional model that links the last year of secondary school with the first year of university work through co-institutional teaching and research focused on curriculum, course design and student experiences leading to successful transition into university level work.

### **A "Cradle to Career" Network**

One purpose of this project is to create an integrated, aligned education continuum from pre-school to post-secondary graduation in the Portland metropolitan region. In a PK-20 network, education partners work together to improve linkages between interdependent parts of the system, especially transition points such as that between middle years and high school and between high school and post-secondary education. The focus is to create a more seamless education system from pre-school to graduate school preparing young people for the demands of the 21<sup>st</sup> Century and to be ready to contribute to the civic and economic life of the region.

The university plays a critical role in the PK-20 process by providing expertise in the identification and analysis of key performance measures; contributing the scholarship and research capacity of faculty to address community educational needs; and serving as a community facilitator to engage the leadership of city and county political, educational, business and community organizations in creating synergy through common goals and objectives and collaboration

The principal concept behind the development of a PK-20 network is the ability to coordinate, align and integrate efforts along the PK-20 continuum into a system that better serves the community's children and young people in achieving education success. The PK-20 Network serves as a hub for organizations doing like-minded work, uniting organizations around shared issues, goals, measurements and results, and then actively supporting and strengthening strategies that work.

The PK-20 Network is heavily reliant on collecting and using common data to analyze, evaluate, strengthen and improve what works, and regular reporting to the community. A critical

component of the PK-20 Network is the development of a *Student Roadmap to Success* that identifies key points along the education continuum, from early childhood and kindergarten, moving from elementary to middle school, from middle to high school, high school to college or career training and from post-secondary education to career entry. One of the first tasks of the PK-20 Network is to create this roadmap for the Portland metropolitan region and the identification of the key indicators to be tracked.

Another critical component of the PK-20 Network is the utilization of Student Success Networks. These networks focus on specific topic areas such as early childhood, after school activities, mentoring, college access, etc. There are already many existing groups in our community working to improve educational outcomes. However, too often this work lacks strategic alignment and coordination. This project will provide a mechanism for these existing efforts to engage in more efficient and effective planning and coordination across different programs. The proposed project will serve a coordinating and facilitating role in these networks.

**Measureable outcomes will be identified in five goal areas:**

- Students enter school ready to learn
- Students are supported inside and outside of school
- Students achieve academic success
- Students enter post-secondary education
- Students complete post-secondary education and successfully enter careers

**Activities of the PK-20 Network Initiative will be:**

- Establish measureable performance indicators in each goal area that create a research-based data framework of both academic and social and community indicators that are linked to student success.
- Collect, analyze and publish data related to the indicators as a *Regional Educational Outcomes Report Card* to inform the public, school districts and partners on the outcomes being achieved and areas needing improvement.
- Conduct a series of Student Success Network meetings on each of the five goal areas and the performance indicators in order to create a dialog among community-based organizations, school districts, school advocates, and university leadership regarding steps to be taken to improve the indicators.
- Conduct an inventory system of PSU partnerships with PK-12 partners to monitor the number, type and quality of activities; the number of schools and students being served; the geographic distribution of partnerships in the area and areas in which new projects could be beneficially targeted.
- Conduct regular meetings of the superintendents of the school districts in the metropolitan area with PSU faculty and administrative leadership to identify critical and emerging issues facing school districts and to identify areas in which scholarship and research can have a positive impact on educational outcomes.
- Conduct a series of faculty events on campus to engage faculty in connecting research and information to identified needs of schools districts. These events will bring nationally recognized leaders in school-university partnerships to campus to share information on national best practices and will provide an opportunity to apply the knowledge and intellectual resources of the university to the problems and issues identified by districts.

## **Teacher Preparation for High Level Student Outcomes**

The quality of teachers and school leaders is key to the success of any education system and, therefore, this project seeks to also create a seamless system of professional preparation and professional development for teachers and school leaders. Primarily we seek to strengthen the clinical components of preservice education, induction year support for teachers, and the ongoing professional development for all professional educators. To accomplish this, we must alter the working relationship between the university and its P-12 school partners so that clinical experiences, induction year programs, and professional development are mutually planned and beneficial.

As a major producer of teachers, school counselors, and school leaders, Portland State University also plays an important role in the system of professional preparation and professional development. This project is designed to bring clinical preparation of teachers, research on teacher preparation and ongoing professional development of practicing teachers into a building-based residency program that establishes more formal and ongoing relationships between university faculty and school district teachers and administrators.

### **Activities Related to the Seamless System for Professional Preparation and Professional Development**

- Clustering all student teachers in PK-12 schools in order to create learning communities among the students, cooperating teachers, university supervisors, and school administrators. This arrangement will tie the clinical experience of the student teachers to the professional development of the PK-12 teachers and ultimately to the achievement of the PK-12 students.
- Creation of residency programs targeted at recruiting and retaining teachers to serve in shortage areas such as bilingual education, special education, math, and science.
- Creation of school leadership programs that better address the realities and needs of local schools.

This component will provide tuition subsidies and graduate assistant support to create a teaching residency program through which high need and hard to fill teaching assignments will be addressed. In addition, the project will target the recruitment, preparation and induction teachers of color. Currently, 27.5% of Oregon students are identified as being from a non-white racial and ethnic group while only 5.2% of the teacher workforce meets this criterion. The residency program is designed to create a clear support network for new teachers dedicated to their successful transition into the profession.

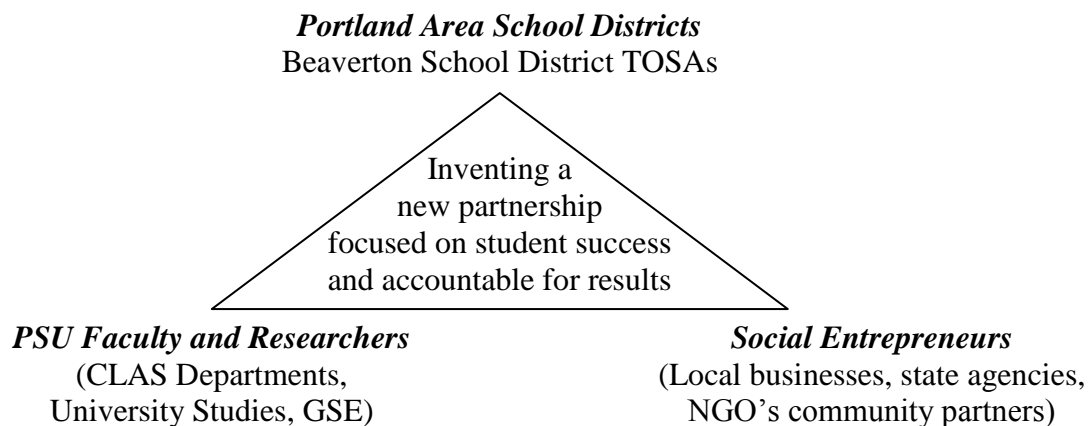
## **Model Instructional Programs for Post-Secondary Success**

This project will further design and implement a demonstration instructional model targeted toward increasing the academic success of high school students moving into college level work and increasing their retention in higher education from one year to the next. Successful completion of the initial year of university studies has been shown to be a critical benchmark of whether a student finishes a degree program.

Portland State University (PSU) will engage the Beaverton School District (BSD) in a student success initiative that will annually support the 2-year matriculation and retention of 1500 at-risk\* high school seniors through the completion of their first year of undergraduate education at PSU. The cornerstone of this initiative will be the establishment of a co-institutional teaching and research faculty who will design, develop and implement the PSU/BSD Student Success Program in BSD high schools and in PSU

disciplinary departments. This initiative will utilize Anthony Bryk's design, engineering and development (D-E-D) model for educational improvement (Bryk and Gomez, 2008).

Figure 1. PSU/BSD D-E-D model for college readiness



Each year twenty BSD K-12 teachers and ten PSU faculty will participate in program and curriculum development workshops and classroom-based education research to align, improve and expand PSU/BSD dual-credit courses currently being taught in BSD high schools and campus-based student support programs at PSU.

Dual-credit courses provide students with access to the scope and rigor of university coursework in the familiar and nurturing environment of high schools (Karp and Hughes, 2008). These courses often engage university faculty as co-teachers and may include campus visits and other college-level curricular experiences. All of the dual-credit courses in the PSU/BSD Student Success Program will provide instruction that aligns to the Essential Skills of the Oregon High School Diploma and an agreed upon set of college readiness standards. Dual-credit courses in the PSU/BSD Student Success Program will be taught using a proficiency-based pedagogy that uses formative assessments to differentiate instruction and summative student work sample assessments that demonstrate student achievement of specified learning objectives. Students who successfully demonstrate achievement of college readiness learning objectives are eligible for fast-track admission to PSU and priority access to PSU student success programming.

A summer bridge program will engage incoming students in workshops and acculturation activities that help them establish the identity of a successful college learner. Incoming freshman will be referred to student success networks such as the Louis Stoke Alliance for Minority Participation (LSAMP) in science technology, engineering and mathematics. During their freshman year, as needed, students will also be provided peer mentors and tutors within their chosen major.

The PSU/BSD Student Success Program will be lead by BSD school district teachers on special assignment (TOSAs) and faculty and staff from the PSU College of Liberal Arts and Sciences (CLAS) and the Graduate School of Education (GSE). Portland area social entrepreneurs will include the Oregon Department of Education (ODE), Intel Corporation, Vernier Software and Technology (VS&T), the Business Education Compact (BEC), education stakeholders and community members.

Federal research and development funding is requested to convene course and curriculum development workshops for the PSU/BSD Student Success Program faculty. These funds will also support research

and evaluation that documents the impacts of instruction on student achievement, matriculation and retention and informs decisions made by program managers. Funding will also offset the salaries of reassigned of PSU and BSD leadership faculty during the program development period.

**9. Has this project received federal appropriations funding in past fiscal years?**

NO

**9a. If yes, please provide the fiscal year, Department, Account, and funding amount of any previous funding.**

**Funding Details**

**10. Amount requested for this project:**

\$1.476 Million

**11. Breakdown/budget of the amount you are requesting for this project (e.g., salary \$40,000; computer \$3,000):**

Senior Personnel	\$322,832.86
Other Personnel	283,104.00
Fringe	213,097.00
Total Salaries	819,033.65
Travel	17,284.00
Participant Cost	21,420.00
Other Direct Costs	149,844.41
Total non-Salary	188,548.41
Total Direct Cost	1,007,582.06
Total Indirect @46.5	468,525.66
Project Total	1,476,107.72

**12. What is the total cost of the project?**

\$ 2,862,358.15

**13. Is this project scalable (i.e., If partial funding is awarded, will the organization still be able to use the funds in FY 2011?)?**

Yes. The activities outlined for this project can be phased in over time. Partial funding would be used to address the first phase of the project which is the creation of the data structure and collection procedures and publication of a report on the key indicators identified. It is around this data framework that other activities will be structured. Events creating dialog among university faculty and school district leadership will also be first year activities in 2010 to begin the process of linking scholarship and research to identified needs.

**14. What other funding sources (local, regional, state) are contributing to this project or activity? (Please be specific about funding sources and funding amounts)**

<b>Portland State University</b>	\$100,000
<b>Leaders Roundtable</b>	25,000
<b>United Way</b>	25,000
<b>Living Cities Foundation</b>	10,000

**15. Please list public or private organizations that have supported/endorsed this project.**

- City of Portland
- Multnomah County
- Leaders Roundtable
- United Way
- Multnomah Education Service District
- Portland Public Schools
- Centennial Public Schools
- David Douglas School District
- Gresham-Barlow School District
- Reynolds School District
- Parkrose School District
- Duncan Wyse, Oregon Business Council
- Portland Schools Foundation
- Greg Cantor, Northwest Natural
- Sue Hildick, Chalkboard Project
- Sandra McDonough, Portland Business Alliance
- Marcus Mundy, Executive Director, The Urban League of Portland
- Preston Pulliams, President, Portland Community College
- John Sygielski, President, Mount Hood Community College
- Ken Thrasher, CEO, Compli
- Kari Stanley, Legacy Health System
- Bill Scott, CEO, Zipcar
- Andrew McGough, Worksystems, Inc.
- Anita Decker, Oregon State Commission on Children & Families
- Jerry Colonna, Superintendent, Beaverton School District
- Sarah Boly, Deputy Superintendent, Beaverton School District

Initial developmental funding for the project has come from:

- Portland State University
- United Way of the Columbia-Willamette
- Leaders Roundtable of Multnomah County



- Living Cities Foundation/KnowledgeWorks national PK-20 Initiative planning grant

**Please return this form no later than Friday, February 26, 2010 via email to:**

**Appropriations.Blumenauer@mail.house.gov**

***Washington, D.C. Appropriations Contact for Rep. Earl Blumenauer: Stephanie Cappa, 202-225-4811, [Stephanie.Cappa@mail.house.gov](mailto:Stephanie.Cappa@mail.house.gov)***

***Oregon Appropriations Contact for Rep. Earl Blumenauer: Sarah Masterson, 503-231-2300, [Sarah.Masterson@mail.house.gov](mailto:Sarah.Masterson@mail.house.gov)***